**A World of Art: Art Collaboration between students in Denver, Colorado**

**and Johannesburg, South Africa 2011-2012**

http://villageart.wikispaces.com/  
 Grade 4 Visual Arts Edison Elementary

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| Desired Results |
| **Established Goals:**  Visual Arts Standards and 21st Century Skills. Students will be a part of a learning environment beyond their school. Students will share their artwork and discuss the artwork of students in Johannesburg South Africa, focusing on the established essential question. Students will create artwork that shows who they are in their changing world. Students will begin to recognize that art is an expressive tool for global, regional, or personal issues.  **Understandings:**  **Making**….. Students will choose a media to create two works of art. The artworks will focus on personal expression. Students will consider their dreams and aspirations as well as consider who they are in their changing world.  **Making**…..Students will demonstrate time and care in their artwork by considering the finishing aspects of the work.  **Observing and Learning**….Students will listen to Martin Luther King Jr.’s “I have a Dream” speech to recognize his dream/expression. Students will recognize expression in a variety of artworks observed. Students will observe expressive student work in a joint music/dance/art show in March. Students will be introduced to the shape of the mandala as a means to express themselves.  **Reflecting** …..Students will reflect on their artwork by writing an artist statement describing this artwork using the information paragraph planner.  **Connecting**….Students will notice expression in a variety of art images and the shape of the mandala. Students will recognize the connection of expression in other subject areas (literature, music, dance, etc.) Students will begin to recognize that art is an expressive tool for all artists to that deal with global, regional, or personal issues, by discussing the art of students in Johannesburg, South Africa.  **Essential Questions: (students will know and be able to…….)**  Where do I notice expression in the world around me and how can I best express myself in my art?  What art material would I like to engage with to focus on my personal expression?  How can I show care in my artwork?  How can I best describe my artwork?  **Does the artwork I am viewing share a thought, concern or view that is personal, regional, or universal (self, country, everyone)?** |
| Assessment Evidence |
| **Performance task:**   * Create two artworks from a chosen art material that focuses personal expression and shows who you are in your changing world. * Time and care is demonstrated so that results are pleasing (smooth edges, use of entire paper, color filled in, etc.) * Write an artist statement describing artwork using the information paragraph planner. * Share in class discussions about expression in the visual art world. * Participate in sharing artwork and writing to students in students in Johannesburg, S. Africa on wiki space.   **Performance criteria***:*   * Observation of engagement * Completed artworks * Rubric assessment – self and teacher * Written artist statement * Art show participation * Sharing artwork and writing with students in Johannesburg, S. Africa. |
| Learning Plan |
| Lesson 1: Ask students to listen to 3 minutes of Martin Luther King Jr.’s “I Have a Dream” speech. What is he expressing? What are your dreams, for yourself or for the world? Have students make a drawing of a dream. Take time to include color.  Lesson 2: Show students a collection of artworks that show expression. Have students draw something that interests them in the collection. Where else do they recognize expression in other subject areas  Lesson 3: Introduce Expression Project. Demonstrate printmaking as a media for this project. Assess what students need to know for continuing their work.  Lesson 4: Demonstrate construction and painting on canvas as a media for this project. Students continue with work and teacher assesses student’s needs.  Lesson 5: Demonstrate the difference between two works of art that show time and care and one that does not show time and care. Students continue with work and teacher assesses student’s needs.  Lesson 6: Review writing artist statements and demonstrate how to prepare artwork for displaying in an art show.  Lesson 7: Observe **where Denver Colorado and Johannesburg South Africa are by use of Google Earth. Students list questions they are most curious to ask students in Johannesburg South Africa. Students list information that they would like to share about themselves in creating an introduction for the wiki space.**  **Lesson 8: Record introductions on podcast to be uploaded to wiki space.**  **Lesson 9: Learn about Nelson Mandela and his inspiration for South Africa as they have their 1st democratic election in 1994 by watching 20 minutes of the movie *Invictus.***  **Lesson 10: Learn about the mandala pattern that can be observed in nature and how artists have used the mandala in their artwork. Students consider themselves within a larger system by writing about themselves, goals, heroes, hopes, and compassions.**  **Lesson 11: Students create their own personal mandalas or challenging artwork that demonstrates who they are in their changing world.**  **Lesson 12: Upload artwork to wiki space for discussion to begin in May 2011. Project to continue into 2011-2012 school year as students continue to share artwork and discussions.**  . |
| Reflection |
| What happened during my lessons?  What did my students learn? How do I know?  What did I learn? How will I improve my lessons next time? |